

Year 6 ROLLING PROGRAMME
YEAR A

Topic A	AUTUMN	SPRING	SUMMER
	Heroes	Europe	Once Upon a Time
Topic B			
	Marvellous Me	Asia	Myths and Legends
Topic C			
	Feasts and Festivals	Africa	Rulers
ENGLISH	<p>The Boy At The Back Of The Class The Journey The Day War Came Goodnight Mr Tom</p> <p>Letters – formality Narrative – tension Non Fiction – non chronological reports about refugees/Syria/how to support refugees</p>	<p>Early Islamic Civilisation – Izzi Howell Persian stories Arabian nights/A thousand and one nights</p> <p>Non Chron reports Diary from the silk road</p>	<p>The Hero Twin Creation Story</p>
Science	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<p><u>Reversible and non reversible changes</u></p> <ul style="list-style-type: none"> ▪ Compare and group materials together, according to whether they are solids, liquids or gases ▪ Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C). ▪ I can demonstrate that dissolving, mixing and changes of state are reversible changes. ▪ I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. ▪ I am beginning to understand the nature of atoms, elements and compounds. 	<p><u>Living things</u></p> <ul style="list-style-type: none"> ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics <p><u>Light</u></p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen

	<ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<ul style="list-style-type: none"> I am becoming familiar with the Periodic table: periods and groups; metals and non-metals. <p><u>Electricity</u></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<p>Geography</p>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

		<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>FOCUS ON ASIA AND IRAQ/ISLAMIC CIVILISATION</p>	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
HISTORY	<p><u>Local History</u></p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality WW2 – evacuation focus. Visitor/workshop 	<ul style="list-style-type: none"> <u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u> A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900; 	Not this term
ICT	<p>Communicating in the digital world/E-Safety</p> <p><u>Videos</u></p> <ul style="list-style-type: none"> Make use of transitions and special effects in video editing software and understand the effect they have on the audience. 	<p>E-Safety</p> <ul style="list-style-type: none"> Recap previous work on communicating with people online. Discuss the dangers of talking to strangers online, making friends online and sharing information. 	<p>Exploring/Shaping the digital world/E-safety</p> <p><u>Animation</u></p> <ul style="list-style-type: none"> Plan and create a short animated sequence using stop motion.

	<ul style="list-style-type: none"> Combine stills, video and sound using a video editing package. Export movies in a variety of formats and use them in multimedia presentations. <p><u>E-Safety</u></p> <p>Discuss the impact of our digital footprints – the websites that we visit and the information that we fill in on forms etc.</p>	<p><u>Game</u></p> <ul style="list-style-type: none"> Design a game, simulation or app Use an app to create a side scrolling game <p>Create characters, objects and backgrounds</p>	<ul style="list-style-type: none"> Edit these stop motion creations. <p><u>E-Safety:</u></p> <ul style="list-style-type: none"> Know what to do if they see something unpleasant online (report to police etc.) <p>To know how to respond if they receive an unkind message, email etc.</p>
ART	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>PICASSO, WARHOL</p> <p>Colour mixing, different media,</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p><u>Perspective and Composition</u> Master the use of simple perspective in their work using a single focal point and horizon. Use composition, scale and proportion in their paintings e.g. fore-ground, middle ground and background. Show an awareness of how paintings are created ie. Composition</p>	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p>
MUSIC	Charanga – Happy Tuition at college	Charanga Tuition at College	Charanga

DT	Not this term	Cooking – Islamic food Eid Al Fitr	Mayan masks Puppets
RE -	Creation and Science – Conflict or Complimentary Kingdom of God	Salvation – Easter Islam study – How does faith help people when life gets hard?	Why Do Hindus want to be good? Link into visit from term 1
PSHE	Health and Wellbeing	Living in the wider World	Relationships
PE	Dance – Tracey Dodd Primary Sports - Invasion games – ball handling skills – football. Game based – learning within the game.	Invasion games - netball, basketball, bench ball – game based – skills within game. – SAQ (speed agility, quickness work.) Net/wall games – tennis – games and tactics.	Striking and fielding – cricket and rounder's. Tactics through game based activities. Athletics. running, jumping, throwing. Relay races
OUTDOOR			